

**All blanks are due to a lack of information provided by the publisher**  
**Program Description/Textbook or Print Instructional Material**

<b>Vendor</b>	Hampton-Brown
<b>Web URL</b>	<a href="http://www.hampton-brown.com">www.hampton-brown.com</a>
<b>Title</b>	Avenues Level D Theme Library
<b>Author</b>	Tinajero, Schifini, Short, et al.
<b>Copyright Date</b>	2004
<b>ISBN</b>	07362-16847
<b>Edition</b>	1st
<b>Course/Content Area</b>	Arts and Humanities/ESL
<b>Intended Grade or Level</b>	3
<b>Readability Level</b>	varies
<b>List Price</b>	229.90
<b>Lowest Wholesale Price</b>	229.90

**All materials bid as of July 1, 2003 must be offered in an alternative format for**  
**The Kentucky Department of Education must receive a copy of the**

**Level of Accommodations**

<b>Rationale</b>	If Level Two or Level Three, please provide rationale for not Due to the small number of ESL students in KY, it is not economically feasible to comply with the levels of accommodations requested. We can make ASCII files available. It is hoped that this level of accommodation will be acceptable for ESL materials
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## **FEATURES**

### **Disclaimer**

The features of each book or program were developed by the

### **Content**

See attached program description.

### **Student Experiences**

See attached program description.

### **Assessment**

See attached program description.

### **Organization**

See attached program description.

### **Resource Materials**

See attached program description.

Gratis Items to be provided and under what conditions -

### **Available Ancillary Materials**

## **Research Data and Evidence of Effectiveness**

Disclaimer: The research data and evidence of effectiveness was

Note: Please complete this section by indicating the research data and

<b>Research Available</b>	Yes	If yes, provide information below.
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See enclosed Research Base document. Contact sales representative for additional copies of research base information.

**Disclaimer:** Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

<b>Title</b>	<b>Avenues Level D Theme Library</b>		
<b>Publisher</b>	Hampton-Brown		
<b>Item Evaluated</b>	15 trade books		
<b>Content Level</b>	ESL Grade 3	<b>Copyright Date</b>	2004
<b>ISBN</b>	07362-1684707362-16847	<b>Date of Evaluation</b>	7/23/04

**Recommended YES**

Publisher's Explanation of Reviewer's Comments:

Technology Strengths  
Not Applicable

Technology Weaknesses  
Not Applicable

Instruction & Assessment Strengths  
Readability levels vary somewhat and are grade appropriate. Most would be suitable for read alouds as they are lengthy picture books and use language that beginning and developing ESL learners have not acquired. The Theme Library set includes fiction a

Instruction & Assessment Weaknesses  
DRA and Fountas and Pinnell levels are not provided. Of the 15 trade books in the Theme Library few use simplified language for the ESL learner though high visual are stimulating and aide in comprehension.

Organization & Structure Strengths  
Theme Library books correspond to units in the Avenues Level D literacy program. According to the Avenues Teacher's Edition unit three resource page, there are 2 books per unit plus one 1 book that is present in every unit.

Organization & Structure Weaknesses

Resource Materials Strengths  
These trade books compliment the overall Avenues literacy program very well and would be welcome additions to any school or classroom library.

Resource Materials Weaknesses  
Avenues Teacher's Edition which lists books in Theme Library as a resources does not provide additional suggestions for activities or instruction with the books.

Technology Comments

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

**Equipment**

Windows No Macintosh No CD ROM FalseFalse Sound No  
Equipment Other

**Grade Level**

Primary No Intermediate No Middle No High No

**Audience**

Individual	No	Small Group	No	Large Group	No
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**Format**

Stand Alone/Independent	No	Integrated	No	Supplemental	No
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**Cost**

Single Copy		School Version	
Network Version		Online	
Site License		Lab Pack	

**Type of Software**

Simulation	No	Tutorial	No	Critical Thinking	No
Management	No	Exploratory	No	Utility	No
Interdisciplinary	No	Creativity	No	Type of Software -	
Problem Solving	No	Drill and Practice	No	Other	

**Management**

0	Allows customizing for individual learning needs
0	Allows Students to exit and resume later
0	Keeps student's performance record, where needed
0	Allows control of various aspects of software (sound)
0	Allows printed reports

**Presentation/Interface**

0	Presents material in organized manner
0	Consistent, easy-to-use, on-screen instructions
0	Developmentally correct presentation/ format
0	Adapts to different learning styles/multiple intelligences
0	Accessible for special needs students
0	Runs smoothly, without long delays
0	Easy-to-view text and graphics

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<b>0</b>	Easy-to-hear and understand sounds
<b>0</b>	Avoids unnecessary screens, sounds, and graphics
<b>0</b>	Provides immediate, appropriate feedback
<b>0</b>	Presentation/Interface Comments

**Listening Skills**

**0**

- No** Phonological Discrimination (sounds, words, phrases)
- No** Awareness of Paralinguistic Features (stress, intonation, pace, tone, rhythm)
- No** Comprehension of Standard Speech (phrases, directions, main ideas, details)
- No** Ability to Make Interpretations, Inferences, and Implications (purpose, attitude, style)

**Speaking Skills**

**0**

- No** Lexical Competence (vocabulary to identify, describe, question, communicate)
- No** Grammatical Competence (arrange words, phrases, clauses into meaningful patterns)
- No** Semantic Competence (participatory discussion)
- No** Phonological Competence (pronunciation and production)
- No** Sociolinguistic Competence (use of verbal and non-verbal strategies)
- No** Discourse Competence (arranging sentences into meaningful sequences)

**Reading Skills**

**4**

- Yes** Concepts of Print (directionality, alphabet, capitalization, punctuation...)
- Yes** Words Patterns/Phonics (blends, clusters/chunking, diphthongs, prefixes, suffixes...)
- Yes** Vocabulary (sight words, negotiating meaning, figurative language, idioms)
- Yes** Decoding and Comprehension Strategies (patterns, skim, text features, story structure)

**Writing Skills / The Writing Process**

**0**

- No** Idea development (patterns, skim, text features, story structure)
- No** Organization (transition words, story structure, formats)
- No** Sentences (simple>complete>variety)
- No** Language (word choice, descriptive words)
- No** Correctness (sight words>inventions>approximations>standard)
- No** Genre (personal, literary, expository, transactive, reflective)

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time